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ABSTRACT

During the 1971-72 school year, Minneapolis secondary students were released from their classes every Tuesday at 2:00 to allow secondary staff members to participate in staff development activities. The purpose of the released time program was to give secondary personnel an opportunity to work on common concerns and objectives. Based on questionnaire returns from more than 80% of the teachers, more time was spent on department meetings than on any other activity. Other activities on which many teachers spent released time were attending quadrant consultant meetings, attending faculty meetings to discuss school policies, developing new courses and materials, and identifying department objectives. Almost 90% of the responding personnel would like to see the Secondary Released Time Program continued. (Author/CK)

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Minneapolis Public Schools

Secondary Schools Released Time Evaluation

1971-72

Lary Johnson

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June 1972
Report No. C-71-67

Research and Evaluation Department
Educational Services Division

Minneapolis Public Schools

Secondary Schools Released Time Evaluation 1971-72

Summary

During the 1971-72 school year, Minneapolis secondary students were released from their classes every Tuesday at 2:00 to allow secondary staff members to participate in staff development activities. The purpose of the released time program, as stated by the Minneapolis Public Schools' Department of Secondary Education, was to give secondary personnel an opportunity to work on common concerns and problems and to plan together for both short-range objectives and long-range goals. Except for once-a-month subject-area meetings for each quadrant division of schools, the individual schools had responsibility for using the released time to meet their own needs.

See p. 1

Based on questionnaire returns from more than 80% of the teachers, it appears that more time was spent on department meetings than on any other activity. Department meetings also received the highest rating on value. Fifty-seven percent of the teachers said department meetings were Very Valuable and another 40% said they were Of Some Value. Other activities on which many teachers spent released time and which received high ratings were attending quadrant consultant meetings, attending faculty meetings to discuss school policies, developing new courses and materials, and identifying department objectives.

See pp. 4, 5

Almost 90% of the responding personnel would like to see the Secondary Released Time Program continued, although half of this group would like to see some changes. Based on the results of the questionnaire and the suggestions for changes, the following recommendations were made: clarify the objectives of the program at all levels, from the Department of Secondary Education to subgroups or individuals within schools; devote more time and personnel to planning the activities; provide sufficient time for department meetings; more carefully assess the purpose and structure of subject-area consultant meetings.

See p. 2

See pp. 9, 10

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Minneapolis Public Schools

Secondary Schools Released Time Evaluation
1971-72

During the 1971-72 school year Minneapolis secondary school students were released from their classes every Tuesday at 2:00 to allow secondary staff members to participate in in-service training. This was the second year of the released time program. As stated by the Minneapolis Public Schools' Department of Secondary Education, the purpose of the released time program was to give secondary personnel "an opportunity to work on common concerns and problems and to plan together for both short-range objectives and long-range goals."

At the request of the Department of Secondary Education, an evaluation was conducted by the Research and Evaluation Department in consultation with secondary staff members. In early May 1972 a questionnaire was distributed to all secondary certificated personnel. Responses to the questionnaire are summarized in this report. A copy of the questionnaire is in Appendix C.

Questionnaires were returned by 1,172 teachers, 162 support personnel (counselors, librarians, social workers, etc.), and 30 administrators (the instructions that went to the schools with the questionnaires did not clearly indicate whether or not administrators should complete the questionnaire). Based on the October 1971 "Sight Count of Personnel" compiled by the Information Services Center, about 84% of the teachers, 73% of the support personnel, and 45% of the administrators returned questionnaires.

Table 1 gives the participants' response to three general questions regarding the value of the released time program. More than one half (56%)

of the teachers felt that students, in the long run, would receive a better education as a result of released time; 16% of the teachers did not feel the students would receive a better education; and 28% were not sure. In response to a similar question asked in the previous year (1970-71), 61% of the teachers said students would receive a better education, 31% said they would not, and 8% said "Other Answer" ("Not Sure" was not a choice in 1970-71).

Table 1

Reactions of Teachers, Administrators, and Support Personnel to Questions on the Value of Secondary Released Time (Percent)

Question	Response	Teachers N=1172	Administrators N=30	Support Personnel N=162
Do you feel that your students, in the long run, will receive a better education as a result of the Secondary Released Time program?	Yes	56%	69%	50%
	No	16	14	14
	Not Sure	28	17	36
Estimate the percentage of your released time that was spent on activities that you think will benefit the education of students	80 - 100%	22	31	19
	50 - 79%	38	45	37
	20 - 49%	24	17	33
	0 - 19%	16	7	11
The Secondary Released Time program should be:	Continued without change	44	40	40
	Discontinued	12	10	11
	Continued with changes	44	50	49

What percent of their released time did teachers spend on activities that would benefit the education of students? Table 1 shows that 22% of the

teachers estimated 80-100% of their released time, 38% estimated 50-79%, and 40% estimated less than one-half of their released time.

Almost nine out of 10 teachers wanted the released time program continued, although half of these teachers wanted some changes in the program. About one in 10 wanted the program discontinued. A summary of suggested changes is presented on page 7.

Support personnel responded to these items in much the same fashion as teachers, while administrators gave somewhat more favorable ratings to the program's value.

Involvement in Planning

As in the previous year, many teachers indicated their involvement in planning released time meetings was not extensive (Table 2). Although 9% of the teachers had input into many meetings and 28% had input into some meetings, more than 60% had input into two or less meetings. Almost 60% of the teachers would like to have more input into planning released time meetings. On the other hand, two-thirds of the administrators said they would not like to have more input.

Table 2

Staff Involvement in Planning Released Time Meetings

Question	Response	Teachers N=1172	Administrators N=30	Support Personnel N=162
To what extent were you involved in planning Secondary Released Time meetings?	I had input into planning:			
	Many meetings	9%	43%	9%
	Some meetings	28	40	29
	One or two meetings	23	7	38
	No meetings	39	10	24
Would you like to have more input into planning released time meetings?	Yes	58	34	55
	No	42	66	45

Released Time Schedule

When asked to indicate their preference between two choices for a released time schedule next year, 64% of the teachers indicated once-a-week from 2:00 - 3:45 and 36% of the teachers expressed a preference for once-a-month, half-days. A greater percentage of administrators (57%) and support personnel (48%) than teachers preferred the once-a-month, half-days schedule.

Write-in comments noted several reasons for changing to longer, less frequent meetings: a larger block of time to work on activities would be available, travel time to consultant meetings would not cut into the meeting time as much, and there would be less disruption of classes. Some teachers suggested morning meetings when teachers are not tired. Morning meetings would also avoid conflicts with extra-curricular activities, they said.

Released Time Activities

With the exception of subject-area meetings, which were coordinated by the central office consultants and scheduled once-a-month for each quadrant division of schools, the individual schools had responsibility for using the released time to meet their own needs. Department meetings were stressed as an appropriate use of released time in communications from the Department of Secondary Education. Teacher recommendations from the previous year had indicated the value of department meetings.

To determine the activities that actually occurred and the corresponding value of each activity, secondary personnel were asked to respond to a list of 20 activities by indicating (1) whether they spent A Lot, Some, A Little, or No Time on each activity, and (2) whether each activity on which they spent time was Very Valuable, Of Some Value, or Of No Value. Table 3 on page 5 gives the responses of the 1,172 teachers to these 20 activities.

It appears that more time was spent in department meetings than on

Table 3

Teachers' Released Time Activities and Teachers' Ratings of Their Value
(N=1172)

Activity	How Much Released Time Did You Spend on This Activity?				How Valuable Were These Activities?		
	A Lot	Some	Little	None	Very Valuable	Of Some Value	Of No Value
1. Department meetings	50%	43%	6%	1%	57%	40%	2%
2. Quadrant consultant meetings	10	64	23	3	17	67	16
3. Faculty meetings to discuss school policies and procedures	15	59	23	2	29	65	6
4. Developing new courses and materials with other members in my department	13	36	31	19	52	40	8
5. Developing new courses and materials on my own	10	30	27	33	55	34	11
6. Identifying and developing department objectives	11	43	37	10	34	59	6
7. Exchanging ideas with staff from other schools	5	36	41	18	38	52	10
8. Planning interdisciplinary activities with other departments	1	11	32	55	17	51	32
9. Planning or discussing different methods and modes of instruction (nontraditional schedules, team teaching, etc.)	3	25	44	28	28	60	12
10. Identifying and developing objectives for the school	4	25	42	29	20	63	17
11. Working with other staff members on crisis situations	4	19	35	43	29	52	19
12. Meetings to share professional information obtained from conferences, visits, literature, etc.	3	21	42	35	24	63	13
13. Preparing for my daily classes	8	16	27	49	47	33	20
14. Paperwork required by administration (grading and other reports)	4	18	41	37	20	54	26
15. Becoming better acquainted with services provided by support personnel (social workers, counselors, etc)	3	19	49	29	22	63	15
16. Conferences with parents about children	0	8	19	73	26	33	41
17. Attending staff conferences on individual children	1	6	19	74	19	39	42
18. Human relations training activities	2	16	39	42	17	55	28
19. Visiting other educational agencies	1	15	27	57	22	51	27
20. Visiting community agencies	0	4	11	85	14	31	54

any other activity. Quadrant consultant meetings and faculty meetings to discuss school policies and procedures were the next most frequent uses of released time. Although more than 80% of the teachers said quadrant consultant meetings were valuable and more than 90% said faculty meetings were valuable, department meetings received the highest ratings. Ninety-seven percent of the teachers said department meetings were Of Some Value or Very Valuable, with 57% indicating they were Very Valuable.

Other activities on which many teachers spent released time and which received high ratings were developing new courses and materials with other members of their department or on their own, identifying and developing department objectives, and exchanging ideas with staff from other schools. Few teachers spent time planning interdisciplinary activities.

Readers of Table 3 should interpret the value ratings cautiously for the activities on which a large percentage of teachers said they did not spend time. Although the respondents were given instructions to omit the value rating if they did not participate in the activity, some made value ratings of activities in which they were not involved. For example, 74% did not attend any staff conferences on individual students, but some of these nonparticipants may have marked Of No Value, or they may have marked it as a valuable activity in theory, or based on past experience.

Response by School, Subject, and Position

Responses to all items in the questionnaire are given in Appendices A and B according to positions other than teacher and administrator, subject area taught, and school. The other positions include social workers, librarians, counselors, and an "other position" group for staff members that did not fit into any of these categories. In order to preserve anonymity, schools were not identified by name. Instead, they were randomly assigned code letters.

Suggestions for Changes

The several hundred responses to the open-ended question requesting suggestions for improving the Secondary Released Time Program were separated into groups with similar content. Responses that gave information identical to the more objective questions were excluded from further analysis. Suggestions to have more teacher involvement in planning and to discontinue the program fell into this exclusion category. The suggestions were grouped into eight areas. The number after each category, within an area, represents the number of staff members who made similar suggestions.

Goals and objectives: many staff members requested a clarification of the goals of the released time program with more planning and better organization to meet the goals.

Definition of goals and objectives	22
More planning of activities	36
Have meetings for a reason, not just to schedule them	19

Schedule of meetings: some staff members felt the schedule of meetings was not flexible enough to meet their needs.

Schedule too rigid	17
Need schedule to suit individual school needs	15

Type of meeting: many comments were made regarding the type of meetings that were scheduled.

More department meetings	58
Fewer department meetings	3
More faculty meetings	4
Fewer faculty meetings	9
More or longer consultant meetings	10
Fewer consultant meetings	41
More relevant consultant meetings	42
More city-wide or across-quadrant meetings	54
More planning and exchanging ideas with other schools	39

Individual time: many teachers would like to use more of the released time for individual activities.

Individual time.	34
Time for paperwork, grading.	26
Develop courses on my own, ...	18
Daily classroom preparation.	10

Curriculum and instruction: more time to work on curriculum and to become familiar with different instruction methods was suggested by teachers.

Department meetings on curriculum.	39
More time for curriculum development	26
Media and materials selection.	8
Interdisciplinary and interdepartment meetings	46
Grade level meetings	7
Plan and discuss different types of instruction, new techniques	24
Demonstration lessons.	6
Good speakers on instruction	11

Community contact:

Visit other schools.	27
Visit industry and business.	7
Visit community agencies.	9
More contact with parents.	19

Other uses of released time:

More time for specific school problems	14
Staff conferences on individual students	22
More student participation	6
Human relations and integration plans.	30
More sharing and relating to other staff members in the school.	11

Miscellaneous:

Insistence on participation of all staff	5
Accountability for participation	18

Summary and Recommendations

Almost 90% of the responding personnel would like to see the Secondary Released Time Program continued, although half of this group would like to have some changes made. Perhaps if some changes are initiated, secondary personnel will indicate that they are spending more of their released time on activities that will benefit the education of students.

Recommendation One: More time should be given to identifying the objectives of the released time program. A number of respondents indicated that the goals of the program were not clear. Perhaps the program would have a clearer sense of direction if objectives could be identified at the various levels of the secondary education structure; objectives from the Department of Secondary Education for all schools, objectives for the subject-area consultants, objectives for the individual schools, and objectives for subgroups or individuals within schools or across schools. The objectives from the Department of Secondary Education might be management objectives; such as, "All consultants, schools, and individuals will have stated objectives for released time."

Recommendation Two: More time and personnel should be devoted to planning. Results indicated that only a small percentage of teachers were extensively involved in planning released time activities, while more than one-half of the teachers would like to have greater involvement in planning.

Recommendation Three: Sufficient time should be provided in any city-wide or individual building schedule for meetings by department within schools. As in 1970-71, teachers spent more time in department meetings and found them more valuable than any other activity. Many respondents indicated that they wanted more department meetings, particularly to work on curriculum.

Recommendation Four: The purpose and structure of quadrant meetings should be assessed more carefully. Although the quadrant consultant meetings were seen as having some value by the majority of the teachers, a number of teachers suggested city-wide or cross-quadrant meetings. Some teachers commented that there should be fewer or at least more relevant, meaningful quadrant consultant meetings.

Appendix A

Table 4: Staff Response to the Secondary Released Time Program by Position and Subject Area

Table 4

Staff Response to the Secondary Released Time Program
By Position and Subject Area

Question	Response	Librarians N=33	Social Workers N=23	Counselors N=63	Other Postions N=43	Art N=54	Business N=55	English (Reading) N=220	Foreign Language N=57	Home Economics N=64	Industrial Arts N=86	Math N=137	Music N=41	Physical Education N=85	Science N=94	Social Studies N=192	Special Education N=64
To what extent were you involved in planning Secondary Released Time meetings?	1. I had input into planning many meetings	13%	9%	10%	5%	28%	2%	10%	18%	2%	6%	15%	10%	3%	6%	7%	6%
	2. I had input into planning some meetings	19	39	35	24	30	25	28	38	15	27	28	34	35	33	25	33
	3. I had input into planning one or two meetings	53	22	41	29	30	15	22	16	28	31	22	27	22	21	25	22
	4. I did not have any input into planning the meetings	15	30	14	42	12	58	40	28	55	36	35	29	40	39	43	38
Would you like to have more input into planning released time meetings?	1. Yes	44	67	47	68	61	69	67	57	58	63	51	54	48	45	61	60
	2. No	56	33	53	32	39	31	33	43	42	37	49	46	52	55	39	40
Do you feel that your students, in the long run, will receive a better education as a result of the Secondary Released time program?	1. Yes	67	63	43	39	63	37	64	72	36	60	58	63	46	65	49	64
	2. No	13	0	20	15	11	23	14	2	20	16	13	10	25	12	21	16
	3. Not sure	20	37	37	46	26	40	22	26	44	23	29	28	29	23	30	20
Estimate the percentage of your released time that was spent on activities that you think will benefit the education of students.	1. 80 - 100% of released time	35	9	15	17	35	15	19	37	16	17	25	26	13	32	18	30
	2. 50 - 79% of released time	31	48	36	36	38	31	43	35	32	46	41	46	32	39	35	41
	3. 20 - 49% of released time	28	43	34	31	19	28	23	23	28	19	22	21	38	23	25	20
	4. 0 - 19% of released time	6	0	15	16	8	26	15	5	24	18	12	7	17	6	22	9
Which released time schedule would you prefer next year?	1. Once a week, 2:00 - 3:45	72	44	55	38	61	58	69	70	61	58	70	72	55	68	59	70
	2. Once a month, half-days	28	56	45	62	39	42	31	30	39	42	30	28	45	32	41	30
The Secondary Released time program should be:	1. Continued without change	50	44	29	45	50	27	38	47	37	46	43	63	43	51	43	64
	2. Discontinued	7	0	16	13	2	14	7	0	13	13	10	7	20	15	14	8
	3. Continued with changes: indicate your suggested changes on page 3 after you complete pages 1 and 2	43	56	55	42	48	59	55	53	50	41	47	30	37	34	43	28

Table 4 (continued) Position and Subject Area

Question	Response	Librarians	Social Workers	Counselors	Other Positions	Art	Business	English (Reading)	Foreign Language	Home Economics	Industrial Arts	Math	Music	Physical Education	Science	Social Studies	Special Education
	Time Spent																
	1. a lot	26%	14%	16%	5%	15%	4%	1%	16%	14%	11%	12%	36%	16%	2%	9%	20%
	2. some	68	73	80	66	62	76	59	74	71	68	72	46	71	37	68	55
QUADRANT	3. a little	6	9	4	16	19	17	38	7	13	20	14	15	12	57	19	17
	4. none	0	5	0	13	4	3	1	4	2	1	2	3	1	4	3	8
	Value																
CONSULTANT	1. very valuable	76	41	21	14	35	6	7	47	8	7	19	28	24	22	11	33
	2. of some value	24	59	74	71	60	73	67	49	70	71	72	67	71	68	66	59
MEETINGS	3. of no value	0	0	5	14	6	21	26	4	22	22	9	5	5	10	22	9
	Time Spent																
	1. a lot	7	11	16	33	35	54	68	32	33	40	49	46	35	54	59	34
	2. some	62	37	63	47	48	43	28	54	63	51	44	41	51	44	36	56
DEPARTMENT	3. a little	24	37	21	13	15	4	3	12	3	8	5	12	13	2	4	6
	4. none	7	15	0	7	2	0	1	2	0	1	1	0	1	0	0	3
	Value																
MEETINGS	1. very valuable	50	25	40	29	53	64	59	53	60	76	58	61	50	61	52	48
	2. of some value	46	69	56	71	36	36	37	47	40	22	42	39	45	38	46	50
	3. of no value	4	6	4	0	11	0	3	0	0	2	0	0	5	1	2	2
	Time Spent																
PLANNING	1. a lot	0	5	5	5	0	0	3	10	0	2	2	5	1	0	1	2
INTERDISCIPLINARY	2. some	41	38	34	21	15	7	12	11	15	19	5	26	8	5	9	20
ACTIVITIES	3. a little	18	43	45	26	32	37	24	28	23	42	35	13	39	32	33	45
WITH	4. none	41	14	16	48	53	56	6	61	62	37	58	56	52	63	57	33
OTHER	Value																
DEPARTMENTS	1. very valuable	45	25	28	17	16	20	26	28	21	15	22	23	12	9	9	10
	2. of some value	32	70	58	50	53	43	38	46	50	65	53	35	51	59	48	73
	3. of no value	23	5	14	33	32	37	36	26	29	20	25	42	37	33	43	17

Table 4 (continued) Position and Subject Area

Question	Response	Librarians	Social Workers	Counselors	Other Positions	Art	Business	English (Reading)	Foreign Language	Home Economics	Industrial Arts	Math	Music	Physical Education	Science	Social Studies	Special Education
DEVELOPING NEW COURSES AND MATERIALS WITH OTHER MEMBERS IN MY DEPARTMENT	Time Spent																
	1. a lot	0%	0%	9%	5%	12%	15%	20%	5%	8%	10%	12%	18%	12%	9%	13%	18%
	2. some	23	17	22	31	50	43	36	33	40	49	30	40	43	38	30	32
	3. a little	23	17	35	28	23	21	29	42	35	31	32	25	33	34	35	27
	4. none	54	66	33	36	15	21	16	20	16	11	26	17	12	20	22	23
	Value																
	1. very valuable	41	33	34	25	52	51	65	53	55	58	54	35	46	42	42	57
	2. of some value	35	33	53	53	40	36	29	45	36	38	39	49	51	49	49	34
	3. of no value	24	33	13	22	8	13	6	2	9	4	7	16	3	9	9	9
DEVELOPING NEW COURSES AND MATERIALS ON MY OWN	Time Spent																
	1. a lot	0	0	2	11	9	9	8	15	11	16	10	27	2	5	7	23
	2. some	30	8	16	27	47	25	19	42	37	37	19	44	37	33	31	35
	3. a little	17	42	29	32	25	24	30	24	19	26	33	15	29	30	24	25
	4. none	52	50	53	30	19	32	43	20	32	21	38	14	32	32	38	17
	Value																
	1. very valuable	50	43	17	50	57	54	57	59	62	63	62	57	35	53	47	66
	2. of some value	38	43	57	26	39	31	28	41	26	33	29	38	48	38	36	32
	3. of no value	12	14	27	24	4	15	15	0	13	4	8	5	17	9	17	2
HUMAN RELATIONS TRAINING ACTIVITIES	Time Spent																
	1. a lot	0	17	0	3	4	0	3	2	0	4	3	3	0	2	3	5
	2. some	17	22	27	18	19	13	15	18	11	30	10	25	12	17	16	21
	3. a little	31	28	46	28	40	47	39	25	34	31	42	30	49	36	45	40
	4. none	52	33	27	53	38	40	43	55	54	36	45	43	39	45	37	34
	Value																
	1. very valuable	11	42	26	10	31	15	19	24	18	13	9	28	9	11	16	30
	2. of some value	63	50	63	45	49	51	53	62	53	55	63	44	60	59	56	46
	3. of no value	26	8	12	45	21	34	28	15	29	31	28	28	31	30	29	24

Table 4 (continued) Position and Subject Area

Question	Response	Librarians	Social Workers	Counselors	Other Positions	Art	Business	English (Reading)	Foreign Language	Home Economics	Industrial Arts	Math	Music	Physical Education	Science	Social Studies	Special Education
IDENTIFYING AND DEVELOPING DEPARTMENT OBJECTIVES	Time Spent																
	1. a lot	11%	0%	10%	14%	6%	11%	18%	5%	3%	9%	7%	15%	6%	13%	10%	13%
	2. some	39	64	29	33	48	45	39	46	38	41	51	53	44	34	39	46
	3. a little	18	27	45	36	28	36	36	42	54	36	35	28	42	37	38	35
	4. none	32	9	16	17	17	7	7	7	5	14	7	5	8	16	13	6
	Value																
	1. very valuable	57	9	33	18	36	29	41	36	39	33	39	49	29	33	26	30
	2. of some value	33	82	57	71	50	71	53	60	56	62	57	46	68	64	63	62
	3. of no value	10	9	10	12	14	0	6	4	5	5	4	5	3	3	11	8
IDENTIFYING AND DEVELOPING OBJECTIVES FOR THE SCHOOL	Time Spent																
	1. a lot	7	18	4	6	8	0	4	5	0	3	3	13	1	7	2	3
	2. some	25	47	22	22	27	27	25	21	20	23	17	38	27	29	27	21
	3. a little	21	35	33	33	31	44	42	38	43	52	47	35	44	36	40	50
	4. none	46	0	42	39	35	29	29	36	38	21	33	15	27	29	31	26
	Value																
	1. very valuable	21	29	28	13	30	14	23	25	11	28	17	32	13	21	15	20
	2. of some value	63	71	53	65	47	74	60	55	74	61	71	50	70	71	62	69
	3. of no value	16	0	20	23	23	12	17	20	15	11	12	18	16	8	23	10
PREPARING FOR MY DAILY CLASSES	Time Spent																
	1. a lot	10	0	0	8	6	5	2	16	6	12	9	34	4	10	6	13
	2. some	19	14	6	14	13	11	10	11	18	24	15	12	30	19	16	23
	3. a little	10	14	11	33	33	25	22	18	29	26	29	29	25	32	25	34
	4. none	62	72	83	44	48	58	66	56	47	39	47	24	42	39	53	31
	Value																
	1. very valuable	44	0	7	38	33	44	37	63	55	62	58	46	41	54	38	55
	2. of some value	22	100	22	35	50	26	34	28	33	26	26	32	39	31	34	30
	3. of no value	33	0	71	27	17	29	29	9	12	12	16	22	20	15	28	14

Table 4 (continued) Position and Subject Area

Question	Response	Librarians	Social Workers	Counselors	Other Positions	Art	Business	English (Reading)	Foreign Language	Home Economics	Industrial Arts	Math	Music	Physical Education	Science	Social Studies	Special Education
ATTENDING STAFF CONFERENCES ON INDIVIDUAL STUDENTS	Time Spent																
	1. a lot	0%	0%	4%	5%	2%	0%	1%	0%	0%	2%	2%	5%	0%	0%	2%	0%
	2. some	5	17	14	15	9	2	5	0	3	16	2	13	8	5	3	19
	3. a little	5	50	26	13	17	15	13	5	18	21	18	41	27	23	20	35
	4. none	90	33	56	67	72	84	81	95	79	60	78	41	65	72	75	50
	Value																
	1. very valuable	14	58	48	15	14	19	24	13	15	18	25	29	22	13	13	28
	2. of some value	14	42	45	35	39	26	31	33	35	55	34	45	35	55	35	44
	3. of no value	72	0	7	50	47	55	45	53	50	27	41	26	43	32	51	28
PAPERWORK REQUIRED BY ADMINISTRATION (GRADING AND OTHER REPORTS)	Time Spent																
	1. a lot	8	7	4	8	2	7	1	5	3	5	2	13	7	7	3	6
	2. some	24	13	15	21	13	22	14	16	25	20	17	26	20	18	14	19
	3. a little	20	40	33	26	41	37	41	42	38	44	46	37	33	35	43	46
	4. none	48	40	48	46	44	33	44	36	33	31	35	24	39	40	40	29
	Value																
	1. very valuable	11	25	10	13	23	7	14	28	31	23	21	20	19	24	17	19
	2. of some value	50	75	71	45	46	68	55	46	56	56	53	51	59	57	49	56
	3. of no value	39	0	19	42	31	24	31	26	13	21	26	29	22	19	34	25
EXCHANGING IDEAS WITH STAFF FROM OTHER SCHOOLS	Time Spent																
	1. a lot	13	10	12	10	4	4	1	13	5	7	7	15	4	2	2	5
	2. some	59	57	48	39	53	63	25	56	36	38	37	54	37	33	27	46
	3. a little	9	29	36	32	34	30	51	22	33	44	40	17	44	49	49	30
	4. none	19	5	3	20	9	4	23	9	26	10	16	14	15	15	22	20
	Value																
	1. very valuable	62	55	56	33	52	46	25	71	38	49	41	57	36	42	22	55
	2. of some value	34	45	40	53	40	54	61	27	53	44	55	32	55	52	64	33
	3. of no value	3	0	4	14	8	0	14	2	9	7	4	11	9	6	14	13

Table 4 (continued) Position and Subject Area

Question	Response	Librarians	Social Workers	Counselors	Other Positions	Art	Business	English (Reading)	Foreign Language	Home Economics	Industrial Arts	Math	Music	Physical Education	Science	Social Studies	Special Education
WORKING WITH OTHER STAFF MEMBERS ON CRISIS SITUATIONS	Time Spent																
	1. a lot	0%	0%	4%	7%	2%	2%	4%	11%	1%	7%	3%	11%	2%	2%	4%	3%
	2. some	24	43	25	22	24	18	18	11	16	23	8	18	26	18	20	30
	3. a little	44	43	47	34	31	40	29	35	39	41	41	34	31	34	35	32
	4. none	32	14	25	37	43	40	49	44	44	29	47	37	40	46	41	35
	Value																
	1. very valuable	33	56	38	31	32	20	31	40	24	34	28	32	29	29	21	35
	2. of some value	56	44	52	46	51	65	46	51	62	49	52	35	52	55	57	45
	3. of no value	11	0	10	23	16	15	23	9	14	17	19	32	19	16	22	20
BECOMING BETTER ACQUAINTED WITH SERVICES PROVIDED BY SUPPORT PERSONNEL (SOCIAL WORKERS, COUNSELORS,.)	Time Spent																
	1. a lot	4	0	11	8	2	0	1	5	5	2	2	13	5	1	3	3
	2. some	20	50	42	40	21	30	14	13	15	33	13	17	13	20	22	31
	3. a little	32	30	33	35	36	44	53	45	55	50	40	55	49	47	55	45
	4. none	44	20	13	18	42	26	31	37	26	15	44	15	33	33	20	21
	Value																
	1. very valuable	27	44	37	36	26	23	24	24	21	14	18	26	23	20	21	33
	2. of some value	60	56	58	56	56	70	64	68	67	68	62	55	63	70	60	53
	3. of no value	13	0	5	8	18	7	12	7	12	18	20	18	14	10	18	15
CONFERENCES WITH PARENTS ABOUT THEIR CHILDREN	Time Spent																
	1. a lot	0	5	5	8	0	0	0	0	0	0	0	3	0	0	0	2
	2. some	5	30	17	25	6	9	10	11	2	9	4	25	7	7	8	16
	3. a little	9	30	20	15	21	11	12	9	19	18	23	22	23	22	21	26
	4. none	86	35	58	53	74	80	78	80	79	74	73	50	70	72	71	56
	Value																
	1. very valuable	29	85	56	32	17	30	27	30	27	17	33	35	21	32	23	23
	2. of some value	14	15	31	32	34	19	30	39	31	42	33	26	30	34	31	44
	3. of no value	57	0	13	36	48	52	43	30	42	41	34	39	49	34	45	33

Table 4 (continued) Position and Subject Area

Question	Response	Librarians	Social Workers	Counselors	Other Positions	Art	Business	English (Reading)	Foreign Language	Home Economics	Industrial Arts	Math	Music	Physical Education	Science	Social Studies	Special Education
FACULTY MEETINGS TO DISCUSS SCHOOL POLICIES AND PROCEDURES	Time Spent																
	1. a lot	13%	17%	10%	10%	19%	15%	14%	23%	24%	14%	10%	34%	11%	17%	12%	15%
	2. some	63	70	60	69	62	73	58	65	57	63	59	49	59	62	57	57
	3. a little	25	9	27	21	17	11	26	9	19	21	27	17	30	20	30	26
	4. none	0	4	3	0	2	2	1	4	0	2	4	0	0	0	2	2
	Value																
	1. very valuable	45	36	26	19	37	37	23	27	50	34	24	21	25	30	27	32
	2. of some value	45	64	72	76	56	62	66	71	48	59	70	72	73	69	67	62
	3. of no value	10	0	2	5	6	2	11	2	2	7	6	8	1	1	6	7
VISITING OTHER EDUCATIONAL INSTITUTIONS	Time Spent																
	1. a lot	0	0	2	3	0	0	0	0	0	1	1	5	0	0	1	0
	2. some	46	39	32	13	34	24	8	16	5	31	7	21	11	21	14	16
	3. a little	15	39	30	26	30	18	28	20	16	22	26	21	17	30	37	37
	4. none	38	22	36	58	36	58	63	64	79	46	65	54	72	49	48	47
	Value																
	1. very valuable	53	43	53	15	33	18	17	35	22	31	15	18	20	37	12	28
	2. of some value	42	57	42	52	51	53	53	48	44	53	60	46	39	48	58	47
	3. of no value	5	0	5	33	16	29	30	16	33	16	26	36	41	15	30	26
VISITING COMMUNITY AGENCIES	Time Spent																
	1. a lot	0	0	7	5	0	0	0	0	0	1	1	3	0	0	0	0
	2. some	4	44	9	13	8	2	2	4	3	5	2	3	5	0	4	10
	3. a little	15	33	32	21	25	2	7	9	5	16	3	18	7	10	20	19
	4. none	81	22	52	62	68	96	90	88	92	78	94	77	88	90	75	71
	Value																
	1. very valuable	31	53	48	19	16	14	10	22	23	13	17	8	13	15	13	27
	2. of some value	23	47	42	33	39	9	27	44	18	50	17	27	28	41	32	36
	3. of no value	46	0	10	48	45	77	62	33	59	37	66	65	59	44	55	36

Table 4 (continued) Position and Subject Area

Question	Response	Librarians	Social Workers	Counselors	Other Positions	Art	Business	English (Reading)	Foreign Language	Home Economics	Industrial Arts	Math	Music	Physical Education	Science	Social Studies	Special Education
PLANNING OR DISCUSSING DIFFERENT METHODS OF INSTRUCTION (NONTRADITIONAL SCHEDULES, TEAM TEACHING, ETC.)	Time Spent																
	1. a lot	5%	0%	4%	3%	0%	0%	3%	2%	0%	5%	3%	5%	7%	6%	3%	5%
	2. some	23	25	28	26	32	27	23	27	14	23	21	28	24	29	24	26
	3. a little	27	25	34	39	32	44	47	46	43	45	45	36	47	40	45	46
	4. none	45	50	34	32	36	29	27	25	43	27	28	31	22	25	28	23
	Value																
	1. very valuable	46	25	34	19	38	20	29	28	22	30	32	15	30	38	21	34
	2. of some value	46	63	53	59	54	70	63	66	68	57	61	62	52	55	62	56
	3. of no value	8	13	13	22	8	11	7	6	10	14	7	24	18	8	17	10
MEETINGS TO SHARE PROFESSIONAL INFORMATION OBTAINED FROM CONFERENCES, VISITS, LITERATURE, ETC.	Time Spent																
	1. a lot	11	0	2	3	0	0	2	9	0	3	1	5	1	2	5	3
	2. some	54	37	31	23	26	22	22	25	25	20	12	33	17	23	18	25
	3. a little	21	32	36	41	42	35	45	38	37	38	39	35	47	44	45	36
	4. none	14	32	31	33	32	44	32	27	38	38	48	28	35	31	32	36
	Value																
	1. very valuable	52	21	38	17	23	15	26	41	11	22	24	15	24	32	18	31
	2. of some value	48	79	57	62	63	76	65	54	80	68	60	73	62	59	63	46
	3. of no value	0	0	5	21	14	9	9	4	9	10	16	12	14	10	19	23

Appendix B

Table 5: Staff Response to the Secondary Released Time Program by Senior High Schools

Table 6: Staff Response to the Secondary Released Time Program by Junior High Schools

Table 5

Staff Response to the Secondary Released Time Program by Senior High Schools[a]

Question	Response	A N=71	B N=64	C N=66	D N=16	E N=27	F N=66	G N=64	H N=36	I N=41	J N=58	K N=49
To what extent were you involved in planning Secondary Released Time meetings?	1. I had input into planning many meetings.	3%	13%	5%	6%	7%	11%	8%	9%	10%	11%	10%
	2. I had input into planning some meetings.	38	30	15	31	33	38	28	16	32	29	48
	3. I had input into planning one or two meetings	25	17	23	31	26	20	23	26	19	14	13
	4. I did not have any input into planning the meetings.	35	40	56	31	34	31	41	49	39	45	29
Would you like to have more input into planning released time meetings?	1. Yes	63	63	56	80	52	52	57	42	80	54	49
	2. No	37	37	44	20	48	48	43	58	20	46	51
Do you feel that your students, in the long run, will receive a better education as a result of the Secondary Released Time program?	1. Yes	51	62	38	88	58	74	41	42	56	50	69
	2. No	11	13	22	0	0	6	17	36	7	20	14
	3. Not sure	38	25	40	12	42	20	42	22	37	30	16
Estimate the percentage of your released time that was spent on activities that you think will benefit the education of students.	1. 80 - 100%	16	24	5	75	15	29	16	8	35	13	36
	2. 50 - 79%	36	40	23	19	44	48	33	39	28	55	38
	3. 20 - 49%	26	27	45	6	33	17	25	28	27	12	19
	4. 0 - 19%	23	10	27	0	7	6	25	25	10	20	6
Which released time schedule would you prefer next year?	1. Once a week, 2:00-3:45	61	67	41	88	84	67	67	33	71	66	63
	2. Once a month, half-days	39	33	59	12	16	33	33	67	29	34	37
The Secondary Released Time program should be:	1. Continued w/o change	46	49	20	69	38	48	34	15	41	44	54
	2. Discontinued	14	6	25	0	12	8	7	26	5	12	4
	3. Continued w/ changes	40	44	56	31	50	44	59	59	54	44	42
	Time Spent											
QUADRANT	1. a lot	6	7	10	0	11	0	11	6	12	2	0
	2. some	61	67	68	69	70	56	68	58	63	61	77
	3. a little	30	23	21	25	15	38	21	28	20	34	23
CONSULTANT	4. none	3	3	1	6	4	6	0	8	5	4	0
	Value											
MEETINGS	1. very valuable	9	11	13	43	26	16	11	3	10	15	13
	2. of some value	72	68	54	50	56	67	79	71	65	66	73
	3. of no value	19	21	33	7	19	17	10	26	25	19	13
	Time Spent											
	1. a lot	64	84	44	25	33	67	46	67	24	66	69
	2. some	33	11	41	63	59	33	49	28	73	30	29
DEPARTMENT	3. a little	3	5	14	12	7	0	5	6	2	4	2
	4. none	0	0	0	0	0	0	0	0	0	0	0
	Value											
MEETINGS	1. very valuable	62	60	56	73	85	71	57	43	61	55	66
	2. of some value	38	39	42	20	15	29	43	57	39	45	32
	3. of no value	0	2	2	7	0	0	0	0	0	0	2

[a] Only classroom teachers were asked to identify their school.

Table 5 (continued) Senior High Schools

Question	Response	A	B	C	D	E	F	G	H	I	J	K
PLANNING	Time Spent											
	1. a lot	1%	2%	0%	20%	0%	2%	0%	0%	0%	0%	0%
INTERDISCIPLINARY	2. some	9	8	9	33	11	8	6	8	2	7	8
ACTIVITIES	3. a little	33	20	35	40	30	36	40	19	34	25	39
WITH	4. none	57	70	56	7	59	55	54	72	63	68	53
OTHER	Value											
DEPARTMENTS	1. very valuable	14	18	5	31	7	18	22	8	20	9	28
	2. of some value	55	32	53	62	67	62	59	33	52	51	44
	3. of no value	31	50	42	7	27	20	19	59	28	39	28
DEVELOPING NEW COURSES	Time Spent											
AND MATERIALS	1. a lot	13	8	11	13	26	8	14	22	17	14	18
	2. some	35	44	43	63	44	56	42	31	32	39	43
WITH OTHER MEMBERS	3. a little	30	32	25	6	19	24	28	28	24	29	27
IN MY	4. none	22	15	21	19	11	12	16	19	27	18	12
DEPARTMENT	Value											
	1. very valuable	47	49	48	77	60	53	56	38	70	38	70
	2. of some value	47	45	36	23	40	46	40	53	21	58	21
	3. of no value	7	6	16	0	0	2	4	10	9	6	9
DEVELOPING	Time Spent											
	1. a lot	10	14	2	50	22	5	9	8	10	2	10
NEW	2. some	37	25	30	38	30	22	23	28	37	34	37
COURSES	3. a little	25	31	29	6	30	30	27	19	39	29	33
AND	4. none	28	31	40	6	18	43	41	44	15	36	20
MATERIALS	Value											
	1. very valuable	48	54	48	93	70	50	57	31	69	49	68
ON MY	2. of some value	48	36	31	7	26	40	29	46	26	37	30
OWN	3. of no value	4	10	21	0	4	10	14	23	5	15	3
	Time Spent											
HUMAN	1. a lot	1	3	2	20	7	2	0	0	2	0	0
	2. some	17	10	10	33	22	0	5	19	29	13	12
RELATIONS	3. a little	45	34	30	47	33	20	41	50	51	56	45
	4. none	36	52	59	0	37	78	54	31	17	31	43
TRAINING	Value											
ACTIVITIES	1. very valuable	10	15	15	36	10	9	20	10	35	7	8
	2. of some value	61	41	34	64	55	55	50	62	57	74	64
	3. of no value	29	44	51	0	35	36	30	28	8	19	28
	Time Spent											
IDENTIFYING	1. a lot	12	7	6	13	7	15	5	6	12	11	22
AND	2. some	53	38	47	50	70	54	51	39	44	39	33
DEVELOPING	3. a little	34	51	39	25	19	26	37	44	41	46	45
	4. none	1	5	8	12	4	5	8	11	2	4	0
DEPARTMENT	Value											
OBJECTIVES	1. very valuable	37	25	32	46	46	44	31	15	48	25	43
	2. of some value	62	70	60	54	54	54	64	82	50	71	55
	3. of no value	1	5	8	0	0	2	5	3	3	4	2

Table 5 (continued) Senior High School

Question	Response	A	B	C	D	E	F	G	H	I	J	K
IDENTIFYING AND DEVELOPING OBJECTIVES FOR THE SCHOOL	Time Spent											
	1. a lot	3%	3%	0%	13%	4%	0%	6%	0%	0%	2%	4%
	2. some	30	10	30	31	56	19	27	19	25	25	18
	3. a little	39	39	45	44	33	41	44	42	58	47	57
	4. none	28	47	25	13	7	40	22	39	18	25	20
	Value											
	1. very valuable	22	9	11	36	42	11	16	0	29	12	13
	2. of some value	65	66	72	57	50	74	73	74	60	67	82
	3. of no value	13	25	17	7	8	16	12	26	11	21	5
PREPARING FOR MY DAILY CLASSES	Time Spent											
	1. a lot	10	6	6	56	4	3	8	3	5	5	6
	2. some	14	16	19	13	11	12	16	14	24	16	18
	3. a little	30	37	32	31	19	20	21	22	32	22	35
	4. none	46	40	43	0	67	65	55	61	39	56	41
	Value											
	1. very valuable	49	41	35	73	15	32	48	39	68	33	56
	2. of some value	29	45	45	27	54	43	23	26	19	30	35
	3. of no value	22	14	20	0	31	25	28	35	13	37	9
WORKING WITH OTHER STAFF MEMBERS ON CRISIS SITUATIONS	Time Spent											
	1. a lot	3	5	3	20	15	5	2	3	2	0	0
	2. some	24	24	20	47	15	18	22	19	15	36	13
	3. a little	34	32	39	33	37	28	38	33	54	43	30
	4. none	39	39	38	0	33	49	39	45	29	21	57
	Value											
	1. very valuable	13	27	22	50	48	32	25	22	25	40	21
	2. of some value	75	62	53	50	38	57	58	44	69	53	43
	3. of no value	13	11	25	0	14	11	17	34	6	7	36
BECOMING ACQUAINTED WITH SERVICES PROVIDED BY SUPPORT PERSONNEL (SOCIAL WORKERS, COUNSELORS,...)	Time Spent											
	1. a lot	1	0	5	13	11	3	3	0	2	2	0
	2. some	27	25	11	38	22	21	22	11	12	18	22
	3. a little	46	41	44	44	63	58	48	47	44	66	49
	4. none	26	34	40	6	4	18	27	42	41	14	29
	Value											
	1. very valuable	14	30	14	36	27	27	25	7	23	13	28
	2. of some value	75	61	57	43	62	71	61	71	70	79	65
	3. of no value	11	9	29	21	12	2	14	22	7	7	8
CONFERENCES WITH PARENTS ABOUT THEIR CHILDREN	Time Spent											
	1. a lot	0	0	0	0	0	0	0	0	0	0	0
	2. some	9	27	14	7	4	5	3	0	2	7	0
	3. a little	13	31	11	33	4	14	9	11	12	29	10
	4. none	78	42	75	60	92	82	88	89	85	64	90
	Value											
	1. very valuable	3	39	16	10	22	29	26	10	35	26	21
	2. of some value	47	48	32	40	0	33	19	15	29	31	25
	3. of no value	50	13	52	50	78	38	55	75	35	42	54

Table 5 (continued) Senior High Schools

Question	Response	A	B	C	D	E	F	G	H	I	J	K
	Time Spent											
	1. a lot	1%	0%	0%	7%	0%	2%	2%	0%	0%	0%	0%
ATTENDING	2. some	3	2	3	43	0	6	3	0	2	5	0
STAFF	3. a little	16	10	6	50	7	17	17	14	20	9	12
CONFERENCES	4. none	80	88	91	0	93	76	78	86	78	86	88
ON	Value											
	1. very valuable	0	17	6	38	14	17	21	10	32	19	16
INDIVIDUAL	2. of some value	47	28	20	62	29	54	31	15	32	15	28
STUDENTS	3. of no value	53	55	74	0	57	29	48	75	37	63	56
	Time Spent											
PAPERWORK REQUIRED	1. a lot	10	5	8	7	0	3	5	3	5	2	2
BY	2. some	14	16	22	60	19	23	15	14	22	9	21
ADMINISTRATION	3. a little	44	36	58	27	26	39	42	36	44	41	52
(GRADING AND	4. none	31	43	12	7	56	35	39	47	29	48	25
OTHER	Value											
	1. very valuable	15	17	22	29	7	12	14	4	21	5	40
REPORTS)	2. of some value	64	60	65	43	71	60	57	56	64	50	45
	3. of no value	21	23	13	28	22	28	30	41	15	43	15
	Time Spent											
EXCHANGING	1. a lot	6	3	2	0	4	0	5	0	2	7	4
IDEAS	2. some	42	30	35	53	59	42	41	33	41	32	43
WITH	3. a little	41	54	49	33	33	34	42	47	37	45	47
STAFF	4. none	12	13	14	13	4	24	13	19	20	16	6
FROM	Value											
	1. very valuable	22	31	25	62	41	33	32	21	51	30	56
OTHER	2. of some value	73	60	53	31	44	60	65	59	40	65	42
SCHOOLS	3. of no value	5	9	22	7	15	7	4	21	9	4	2
	Time Spent											
FACULTY	1. a lot	18	5	16	19	56	5	30	11	20	9	2
MEETINGS	2. some	61	62	67	75	37	62	67	58	58	59	69
TO	3. a little	21	31	17	6	7	32	3	28	20	32	29
DISCUSS	4. none	0	2	0	0	0	2	0	3	3	0	0
SCHOOL	Value											
	1. very valuable	36	19	33	47	38	16	39	17	35	32	40
POLICIES AND	2. of some value	64	74	60	47	62	81	58	77	60	64	58
PROCEDURES	3. of no value	0	7	7	6	0	3	3	6	5	4	2
	Time Spent											
VISITING	1. a lot	1	0	0	6	0	0	3	0	0	0	0
	2. some	17	20	5	25	11	23	13	9	7	21	16
OTHER	3. a little	30	44	26	38	30	29	36	40	34	25	22
	4. none	51	36	69	31	59	48	48	51	59	54	61
EDUCATIONAL	Value											
	1. very valuable	11	22	15	44	13	28	21	8	39	23	13
INSTITUTIONS	2. of some value	64	61	36	56	63	54	59	56	39	49	59
	3. of no value	25	17	49	0	25	18	21	36	21	29	28

Table 5 (continued) Senior High Schools

Question	Response	A	B	C	D.	E	F	G	H	I	J	K
	Time Spent											
	1. a lot	0%	0%	0%	0%	0%	0%	2%	0%	0%	0%	0%
VISITING	2. some	3	5	3	31	0	2	6	0	2	2	2
	3. a little	19	15	6	19	7	22	5	6	20	13	10
COMMUNITY	4. none	78	80	91	50	93	77	88	94	78	86	88
AGENCIES	Value											
	1. very valuable	7	21	9	22	0	13	11	5	29	14	8
	2. of some value	41	41	11	56	29	52	39	10	43	24	38
	3. of no value	52	38	80	22	71	35	50	85	29	62	54
	Time Spent											
PLANNING OR DISCUSSING	1. a lot	3	5	2	6	0	3	5	0	5	0	2
DIFFERENT	2. some	25	18	26	44	26	35	27	11	20	27	37
METHODS AND	3. a little	52	41	45	50	59	41	41	42	51	46	47
MODES OF	4. none	19	36	27	0	15	21	28	47	24	27	14
INSTRUCTION (NONTRADITIONAL	Value											
SCHEDULES, TEAM	1. very valuable	14	27	24	40	25	36	39	7	38	21	39
TEACHING, ETC.)	2. of some value	77	61	49	60	71	58	57	61	53	70	59
	3. of no value	9	12	27	0	4	6	4	32	9	9	2
	Time Spent											
MEETINGS TO	1. a lot	4	0	0	6	11	3	2	0	0	4	2
SHARE	2. some	21	18	19	19	15	23	22	14	15	25	35
PROFESSIONAL INFORMATION	3. a little	43	51	40	50	56	56	52	44	41	44	51
OBTAINED FROM	4. none	31	31	41	25	19	18	25	42	44	27	12
CONFERENCES,	Value											
VISITS,	1. very valuable	16	13	16	36	35	31	20	7	17	16	45
LITERATURE, ETC.	2. of some value	78	79	57	64	65	65	71	62	69	75	55
	3. of no value	6	8	27	0	0	4	8	31	14	9	0

Table 6

Staff Response to the Secondary Released Time Program by Junior High Schools[a]

Question	Response	L N=45	M N=33	N N=41	O N=40	P N=55	Q N=46	R N=57	S N=30	T N=25	U N=33	V N=35	W N=47	X N=33	Y N=53	Z N=22
To what extent were you involved in planning Secondary Released time meetings?	1. I had input into planning many meetings	4%	12%	10%	3%	13%	9%	11%	17%	4%	0%	9%	15%	7%	15%	14%
	2. I had input into planning some meetings	20	45	29	18	22	30	18	23	24	26	23	26	30	23	32
	3. I had input into planning one or two meetings	22	15	17	46	25	33	34	33	12	26	29	24	17	27	14
	4. I did not have any input into planning the meetings	53	27	44	33	40	28	38	27	60	48	40	35	46	35	41
Would you like to have more input into planning released time meetings?	1. Yes	45	61	59	53	74	41	54	38	73	50	46	71	83	61	64
	2. No	55	39	41	47	26	59	46	62	27	50	54	29	17	39	36
Do you feel that your students, in the long run, will receive a better education as a result of the Secondary Released time program?	1. Yes	36	70	54	64	71	33	60	47	56	41	69	56	73	62	59
	2. No	31	15	24	8	13	43	11	23	24	31	6	2	6	19	14
	3. Not sure	33	15	22	28	16	24	29	30	20	28	26	38	21	19	27
Estimate the percentage of your released time that was spent on activities that you think will benefit the education of students.	1. 80 - 100%	11	24	20	18	17	9	17	41	20	9	31	20	48	28	33
	2. 50 - 79%	33	48	41	62	44	24	52	14	24	25	40	49	33	42	38
	3. 20 - 49%	36	15	29	13	22	31	18	31	36	25	23	29	15	18	14
	4. 0 - 19%	20	12	10	8	17	36	13	14	20	41	6	2	3	12	14
Which released time schedule would you prefer next year?	1. Once a week, 2:00-3:45	50	63	48	59	81	33	79	52	61	67	77	76	85	68	64
	2. Once a month, half-days	50	37	52	41	19	67	21	48	39	33	23	22	15	32	36
The Secondary Released time program should be:	1. Continued w/o change	27	60	31	62	49	14	63	48	36	36	68	51	79	52	40
	2. Discontinued	22	6	10	5	6	23	6	21	23	27	3	2	0	15	5
	3. Continued w/ changes	51	33	59	33	45	63	31	31	41	36	29	47	21	33	55
	Time Spent															
QUADRANT	1. a lot	9	19	18	13	13	4	4	3	21	15	18	26	35	12	9
	2. some	69	56	62	75	70	64	67	55	58	64	65	55	52	72	59
CONSULTANT	3. a little	20	22	21	13	15	27	29	41	21	15	18	17	13	16	23
	4. none	2	3	0	0	2	4	0	0	0	6	0	2	0	0	9
MEETINGS	Value															
	1. very valuable	20	25	18	15	14	18	14	17	4	28	26	32	45	15	24
	2. of some value	66	59	68	75	75	64	79	73	79	47	69	62	48	77	62
	3. of no value	14	16	15	10	12	18	7	10	17	25	6	6	6	8	14

[a]Only classroom teachers were asked to identify their school.

Table 6 (continued) Junior High Schools

Question	Response	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
	Time Spent															
	1. a lot	40%	33%	44%	53%	19%	22%	55%	52%	36%	45%	40%	61%	28%	52%	68%
	2. some	51	64	41	43	64	62	41	48	56	48	51	33	63	42	18
DEPARTMENT	3. a little	9	3	15	0	17	16	4	0	4	6	6	4	9	6	14
	4. none	0	0	0	5	0	0	0	0	4	0	3	2	0	0	0
	Value															
MEETINGS	1. very valuable	39	58	38	61	63	42	66	67	40	34	66	69	58	56	50
	2. of some value	55	42	57	39	33	56	30	33	56	53	31	31	39	40	45
	3. of no value	7	0	5	0	4	2	4	0	4	13	3	0	3	4	5
	Time Spent															
PLANNING	1. a lot	0	3	0	0	0	7	2	3	0	0	0	0	0	0	0
INTERDISCIPLINARY	2. some	18	18	13	16	12	16	11	7	8	9	17	11	28	10	9
ACTIVITIES	3. a little	42	33	34	24	27	34	23	17	38	18	51	37	31	43	32
WITH	4. none	40	46	53	59	62	43	65	72	54	73	32	52	41	47	59
	Value															
OTHER	1. very valuable	6	30	11	8	22	13	29	23	18	5	13	18	20	24	14
DEPARTMENTS	2. of some value	70	44	59	58	52	51	35	23	41	37	63	45	65	52	57
	3. of no value	24	26	30	34	26	36	36	54	41	58	23	36	15	24	29
	Time Spent															
DEVELOPING	1. a lot	19	21	11	5	2	7	13	14	12	3	20	22	22	6	19
NEW COURSES AND	2. some	30	27	26	47	32	27	24	24	28	41	54	24	31	29	33
MATERIALS	3. a little	37	30	39	37	42	38	42	41	48	22	11	46	25	41	24
WITH OTHER	4. none	14	21	24	11	25	29	22	21	12	34	14	9	22	24	24
	Value															
MEMBERS IN MY	1. very valuable	57	64	42	51	53	50	52	46	36	43	53	58	60	50	55
DEPARTMENT	2. of some value	38	22	52	46	37	35	41	46	52	52	35	42	33	36	35
	3. of no value	5	14	6	3	9	15	7	8	12	4	12	0	7	14	10
	Time Spent															
DEVELOPING	1. a lot	16	21	8	8	0	2	7	17	8	15	11	13	13	13	18
NEW	2. some	24	30	44	44	22	9	31	43	36	30	46	22	42	23	23
COURSES AND	3. a little	33	12	31	31	22	20	22	20	36	24	31	22	19	25	41
MATERIALS	4. none	27	36	18	18	56	69	40	20	20	30	12	42	26	39	18
ON MY OWN	Value															
	1. very valuable	50	83	48	58	41	62	41	66	48	61	56	52	52	55	55
	2. of some value	42	4	45	39	34	17	48	21	43	39	38	32	37	29	40
	3. of no value	8	13	7	3	25	21	10	13	9	0	6	16	11	16	5
	Time Spent															
HUMAN	1. a lot	0	6	8	3	7	0	0	0	0	3	3	7	0	2	0
	2. some	20	3	28	5	37	7	16	13	0	25	24	33	23	28	9
RELATIONS	3. a little	58	38	25	30	52	28	40	40	20	25	59	48	37	38	32
	4. none	22	53	40	62	4	65	44	47	80	47	15	11	40	32	59
TRAINING	Value															
	1. very valuable	10	22	29	5	31	3	8	5	17	22	6	13	39	31	6
ACTIVITIES	2. of some value	59	30	57	45	56	55	61	59	17	61	78	75	43	41	56
	3. of no value	31	48	14	50	13	41	31	36	66	17	16	13	17	28	39

Table 6 (continued) Junior High Schools

Question	Response	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
IDENTIFYING AND DEVELOPING DEPARTMENT OBJECTIVES	Time Spent															
	1. a lot	9%	12%	10%	13%	2%	0%	22%	10%	8%	12%	9%	15%	10%	6%	9%
	2. some	31	36	38	42	37	33	35	40	40	42	46	43	29	49	41
	3. a little	49	36	31	42	41	42	24	48	40	27	43	33	45	39	23
	4. none	11	16	21	3	20	24	19	7	12	18	3	9	16	6	27
	Value															
	1. very valuable	19	37	45	38	33	27	46	34	22	35	29	33	47	25	30
	2. of some value	62	50	43	59	60	52	46	59	78	62	71	65	43	67	65
	3. of no value	19	13	12	3	7	20	8	7	0	4	0	2	10	8	5
IDENTIFYING AND DEVELOPING OBJECTIVES FOR THE SCHOOL	Time Spent															
	1. a lot	0	9	3	11	2	7	5	0	4	0	0	0	6	0	9
	2. some	20	19	21	45	20	42	13	28	32	15	23	18	29	29	9
	3. a little	51	47	41	34	39	44	43	34	28	49	40	55	35	35	36
	4. none	29	25	36	11	39	7	39	38	36	36	37	27	29	36	45
	Value															
	1. very valuable	11	42	10	42	11	23	17	40	17	13	7	13	50	23	22
	2. of some value	55	38	68	44	74	67	66	44	61	65	74	74	46	54	56
	3. of no value	34	20	23	14	14	9	17	16	22	22	19	13	4	23	22
PREPARING FOR MY DAILY CLASSES	Time Spent															
	1. a lot	2	15	13	15	0	2	13	7	4	9	12	4	10	6	18
	2. some	11	21	23	15	7	2	17	27	16	18	29	13	14	20	23
	3. a little	34	21	33	33	22	9	22	47	20	15	24	24	38	30	32
	4. none	53	42	32	38	70	87	48	20	60	58	35	59	38	44	27
	Value															
	1. very valuable	44	57	50	55	43	50	50	62	33	50	62	42	43	58	50
	2. of some value	25	30	35	34	25	13	41	31	28	44	27	35	39	17	44
	3. of no value	31	13	15	10	32	38	9	8	39	6	12	23	17	25	6
WORKING WITH OTHER STAFF MEMBERS ON CRISIS SITUATIONS	Time Spent															
	1. a lot	0	6	3	3	0	0	5	0	0	3	0	2	10	4	0
	2. some	18	15	23	13	17	4	14	17	8	19	21	16	27	10	14
	3. a little	22	24	33	21	34	44	30	47	36	31	47	44	33	31	33
	4. none	60	55	43	63	49	51	51	37	56	47	32	38	30	56	53
	Value															
	1. very valuable	27	40	26	24	41	18	39	32	6	16	24	37	56	21	6
	2. of some value	37	30	48	43	41	53	48	44	63	63	59	46	32	53	69
	3. of no value	37	30	26	33	18	29	13	24	31	21	17	17	12	26	25
BECOMING BETTER ACQUAINTED WITH SERVICES PROVIDED BY SUPPORT PERSONNEL	Time Spent															
	1. a lot	4	3	3	3	2	4	9	0	0	0	0	2	3	4	5
	2. some	15	9	8	8	24	33	13	13	4	25	14	13	43	24	9
	3. a little	51	36	45	49	46	49	50	47	44	41	69	42	40	50	45
	4. none	29	52	45	41	28	13	28	40	52	34	17	42	13	22	41
	Value															
	1. very valuable	13	29	12	27	18	33	20	30	19	0	19	12	43	38	12
	2. of some value	53	43	62	58	64	58	62	52	56	79	68	65	50	53	76
	3. of no value	34	29	27	15	18	9	18	18	25	21	13	24	7	10	12

Table 6 (continued) Junior High School

Question	Response	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
CONFERENCES WITH PARENTS ABOUT THEIR CHILDREN	Time Spent															
	1. a lot	0%	0%	0%	0%	0%	0%	2%	0%	0%	0%	0%	0%	3%	0%	0%
	2. some	7	9	5	11	6	2	19	7	0	6	15	2	20	2	9
	3. a little	9	15	18	53	15	4	35	13	12	3	41	11	33	18	36
	4. none	84	76	77	37	79	93	44	80	88	91	44	87	43	80	55
	Value															
	1. very valuable	4	29	23	29	17	19	49	29	0	0	31	16	44	31	31
	2. of some value	30	30	23	57	48	33	32	12	31	38	46	21	32	15	44
	3. of no value	65	41	55	14	35	48	20	59	69	62	23	63	24	54	25
ATTENDING STAFF CONFERENCES ON INDIVIDUAL STUDENTS	Time Spent															
	1. a lot	0	0	3	0	0	0	0	0	0	0	0	0	4	0	0
	2. some	9	9	5	0	9	4	11	3	4	0	9	7	37	2	5
	3. a little	22	21	18	5	11	22	30	33	52	12	74	24	26	6	50
	4. none	69	70	74	96	80	74	59	64	44	88	17	70	33	92	45
	Value															
	1. very valuable	7	29	29	8	23	19	30	28	21	11	18	17	38	4	28
	2. of some value	44	24	24	31	41	56	50	28	58	33	67	52	48	29	50
	3. of no value	48	47	48	62	36	26	20	44	21	56	15	30	14	67	22
PAPERWORK REQUIRED BY ADMINISTRATION (GRADING AND OTHER REPORTS)	Time Spent															
	1. a lot	0	3	8	3	4	4	9	0	4	0	3	0	7	2	5
	2. some	11	22	20	16	11	9	14	10	16	15	17	7	21	42	29
	3. a little	50	16	55	32	37	24	52	53	40	36	54	22	48	48	19
	4. none	39	59	18	50	48	63	25	37	40	48	26	72	24	8	48
	Value															
	1. very valuable	29	32	14	8	22	11	39	16	10	10	11	14	19	44	18
	2. of some value	34	37	59	56	47	52	50	60	45	60	61	36	50	48	59
	3. of no value	37	31	27	36	31	37	11	24	45	30	29	50	31	7	24
EXCHANGING IDEAS WITH STAFF FROM OTHER SCHOOLS	Time Spent															
	1. a lot	4	9	10	5	2	2	4	3	8	6	6	11	3	2	9
	2. some	27	27	35	45	28	9	32	40	24	34	49	46	24	51	32
	3. a little	49	42	38	37	36	67	34	47	40	34	37	22	38	37	41
	4. none	20	21	18	13	34	22	30	10	28	25	9	22	34	10	18
	Value															
	1. very valuable	47	41	44	49	35	48	41	39	33	35	48	59	36	46	30
	2. of some value	47	42	50	51	55	43	45	57	43	42	48	37	50	43	50
	3. of no value	5	17	6	0	10	10	14	4	24	23	4	3	14	11	20
FACULTY MEETINGS TO DISCUSS SCHOOL POLICIES AND PROCEDURES	Time Spent															
	1. a lot	11	0	28	30	7	17	7	3	48	18	0	20	19	12	18
	2. some	62	45	60	65	65	39	71	70	36	36	54	65	52	60	59
	3. a little	27	49	10	5	28	30	22	27	16	42	40	13	26	27	18
	4. none	0	6	3	0	0	13	0	0	0	3	6	2	3	2	5
	Value															
	1. very valuable	26	19	13	45	13	33	35	17	13	13	18	16	52	43	32
	2. of some value	63	72	79	55	83	60	64	83	63	60	71	73	45	55	68
	3. of no value	12	9	8	0	4	7	2	0	25	27	12	11	3	2	0

Table 6 (continued) Junior High Schools

Question	Response	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
VISITING OTHER EDUCATIONAL INSTITUTIONS	Time Spent															
	1. a lot	2%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	7%	0%	0%
	2. some	9	15	16	14	9	4	16	13	24	9	20	26	13	16	10
	3. a little	16	24	18	19	19	28	21	30	20	15	31	13	27	22	43
	4. none	73	61	66	68	72	67	63	57	56	76	49	61	53	62	48
	Value															
	1. very valuable	11	29	9	28	27	32	31	10	26	23	19	19	40	25	13
	2. of some value	41	33	59	44	50	39	58	57	32	46	56	59	35	46	67
	3. of no value	48	38	32	28	23	29	12	33	42	31	26	22	25	29	20
VISITING COMMUNITY AGENCIES	Time Spent															
	1. a lot	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	2. some	5	6	3	0	4	2	0	0	4	3	3	4	13	0	5
	3. a little	7	9	3	13	15	4	4	7	16	13	0	7	27	12	24
	4. none	86	85	94	87	81	94	96	93	80	84	97	89	60	88	71
	Value															
	1. very valuable	17	6	0	13	26	23	17	0	19	8	15	19	32	20	8
	2.of some value	17	41	29	31	48	34	17	25	13	42	25	19	26	16	54
	3. of no value	66	53	71	56	26	40	66	75	69	50	60	63	42	64	38
PLANNING OR DISCUSSING DIFFERENT METHODS AND MODES OF INSTRUCTION	Time Spent															
	1. a lot	0	9	3	8	2	7	2	3	0	3	3	7	3	0	0
	2. some	33	21	15	28	20	14	18	27	24	9	20	33	33	18	18
	3. a little	44	39	33	38	30	48	55	50	60	24	54	35	33	56	59
	4. none	22	30	49	26	48	33	25	20	16	64	23	26	30	26	23
	Value															
	1. very valuable	18	40	21	41	32	28	22	19	13	7	31	46	46	22	24
	2. of some value	63	48	52	55	59	57	71	67	74	64	59	43	38	71	67
	3. of no value	18	12	28	3	9	14	7	15	13	29	9	11	17	7	9
MEETINGS TO SHARE PROFESSIONAL INFORMATION OBTAINED FROM CONFERENCES, VISITS, LITERATURE, ETC.	Time Spent															
	1. a lot	2	3	8	5	2	0	4	0	0	3	3	2	0	0	9
	2. some	27	18	21	21	13	9	24	23	28	0	20	17	27	25	14
	3. a little	36	24	31	31	39	33	44	57	24	30	34	33	40	38	45
	4. none	36	55	41	42	46	58	28	20	48	67	43	48	33	37	32
	Value															
	1. very valuable	20	15	21	27	22	29	23	23	22	14	28	26	46	28	22
	2. of some value	66	50	61	54	72	42	72	65	56	57	48	55	38	56	67
	3. of no value	14	35	18	19	6	29	5	12	22	29	24	19	17	15	11

Appendix C

The Questionnaire

Minneapolis Public Schools
Secondary Released Time Evaluation 1971-72

The responses to this questionnaire will be used to provide feedback to members of the secondary staff within the schools and at the central office. Your reactions will be used to suggest improvements in the Secondary Released Time Program. With this in mind, give the questions some thoughtful attention. You should finish within 15 minutes. The questionnaire was designed for teachers so some of the questions may not apply to supportive personnel. If a question does not apply, leave it blank. Do not sign your name.

(1) To what extent were you involved in planning Secondary Released Time meetings.

_____1. I had input into planning many meetings

_____2. I had input into planning some meetings

_____3. I had input into planning one or two meetings

_____4. I did not have any input into planning the meetings

(2) Would you like to have more input into planning the released time meetings?

_____1. Yes

_____2. No

(3) Do you feel that your students, in the long run, will receive a better education as a result of the Secondary Released Time Program?

_____1. Yes

_____2. No

_____3. Not sure

(4) Estimate the percentage of your released time that was spent on activities that you think will benefit the education of students.

_____1. 80 - 100% of released time

_____2. 50 - 79% of released time

_____3. 20 - 49% of released time

_____4. 0 - 19% of released time

(5) Which released time schedule would you prefer next year?

_____1. Once a week, 2:00 - 3:45

_____2. Once a month, half-days

(6) The Secondary Released Time Program should be:

_____1. Continued without change

_____2. Discontinued

_____3. Continued with changes: indicate your suggested changes on page 3 after you complete pages 1 and 2.

Research and Evaluation Department
April 1972

(7) Indicate your position in the school.

_____1. Classroom teacher

_____2. Administrator

_____3. Librarian

_____4. School Social Worker

_____5. Counselor

_____6. Nurse

_____7. Other_____

(8 - 9) If you are a teacher, check the school in which you work. Do not check your school if you are not a teacher.

_____01	More than one school	_____15	Folwell
_____02	Central	_____16	Franklin
_____03	Edison	_____17	Jefferson
_____04	Henry Jr-Sr	_____18	Jordan
_____05	Marshall-U Jr-Sr	_____19	Lincoln
_____06	North	_____20	Nokomis
_____07	Roosevelt	_____21	Northeast
_____08	South	_____22	Olson
_____09	Southwest Sr	_____23	Phillips
_____10	Vocational	_____24	Ramsey
_____11	Washburn	_____25	Sanford
_____12	West	_____26	Sheridan Jr.
_____13	Anthony	_____27	Southwest Jr.
_____14	Bryant	_____28	WOC

(10 - 11) If you are a teacher, check the subject area in which you do most of your teaching.

_____01	Art	_____07	Math
_____02	Business	_____08	Music
_____03	English (Reading)	_____09	Physical Education
_____04	Foreign Language	_____10	Science
_____05	Home Economics	_____11	Social Studies
_____06	Industrial Arts	_____12	Special Education

On the left, check the extent to which you had released time activities in the following areas. Then, on the right, for each activity where you checked Yes, check the value of the activity. At the end of the list of activities, add any other activities that are not listed. (On the next page)

How Much Released Time Did You Spend on This Activity? (1) A Lot	(2) Some	(3) A Little	(4) None	Activity - Area	How Valuable Were These Activities? (1) Very Valuable	(2) Of Some Value	(3) Of No Value	
(12) ___	___	___	___	Quadrant consultant meetings	___	___	___	(32)
(13) ___	___	___	___	Department meetings	___	___	___	(33)
(14) ___	___	___	___	Planning interdisciplinary activities with other departments	___	___	___	(34)
(15) ___	___	___	___	Developing new courses and materials with other members in my department	___	___	___	(35)
(16) ___	___	___	___	Developing new courses and materials on my own	___	___	___	(36)
(17) ___	___	___	___	Human relations training activities	___	___	___	(37)
(18) ___	___	___	___	Identifying and developing department objectives	___	___	___	(38)
(19) ___	___	___	___	Identifying and developing objectives for the school	___	___	___	(39)
(20) ___	___	___	___	Preparing for my daily classes	___	___	___	(40)
(21) ___	___	___	___	Working with other staff members on crisis situations	___	___	___	(41)
(22) ___	___	___	___	Becoming better acquainted with services provided by support personnel (social workers, counselors,....)	___	___	___	(42)
(23) ___	___	___	___	Conferences with parents about their children	___	___	___	(43)
(24) ___	___	___	___	Attending staff conferences on individual students	___	___	___	(44)
(25) ___	___	___	___	Paperwork required by administration (grading and other reports)	___	___	___	(45)
(26) ___	___	___	___	Exchanging ideas with staff from other schools	___	___	___	(46)
(27) ___	___	___	___	Faculty meetings to discuss school policies and procedures	___	___	___	(47)
(28) ___	___	___	___	Visiting other educational institutions	___	___	___	(48)
(29) ___	___	___	___	Visiting community agencies	___	___	___	(49)
(30) ___	___	___	___	Planning or discussing different methods and modes of instruction (nontraditional schedules, team teaching, etc.)	___	___	___	(50)
(31) ___	___	___	___	Meetings to share professional information obtained from conferences, visits, literature, etc.	___	___	___	(51)

How Much Released Time Did You Spend on This Activity?				Other activities: List any activities, special topics and/or speakers not included on page 2.	How Valuable Were These Activities?		
A Lot	Some	A Little	None		Very Valuable	Of Some Value	Of No Value
___	___	___	___	_____	___	___	___
___	___	___	___	_____	___	___	___
___	___	___	___	_____	___	___	___

What changes do you suggest for improving the Secondary Released Time Program?

Minneapolis Public Schools

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